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ABSTRACT

The purpose of this monograph is to present a series of activities designed to teach strategies needed for effectively managing the multiple responsibilities of family and work. The guide contains 11 lesson plans dealing with balancing family and work that can be used in any home economics class, from middle school through college. The lesson plans can be used in courses ranging from career exploration to marriage and family living and from consumer economics to all other core courses. Following an introductory section, the lesson plans are organized by topic in four sections. The first section, Do I Want a Family and Career?, contains four lessons covering the following topics: impact of career decisions on family; impact of personal and family goals on family members; roles and responsibilities and their impact on family and work decisions; and impact of career decisions on individuals and families. The second section, The Balancing Act, contains the following five lessons: importance of time management in coordinating family and work; importance of time management in family and work decisions; personal and family beliefs and values about money management; and impact of communication on family and work decisions (communication effects on family relationships; and roadblocks to communication). The third section, Family and Economic Issues, contains a lesson on the importance of family advocacy, and the final section, Partnerships with Business and Industry, contains a lesson on how to hold a community meeting. Lesson plans include a perennial problems (ones faced over and over by successive generations of families), practical problems (that identify an action that can help address the perennial problem), learner outcomes, objectives, debriefing, and evaluation options. The guide includes a bibliography that lists 59 references. (KC)

ED 386 573

CE

BALANCING FAMILY AND WORK

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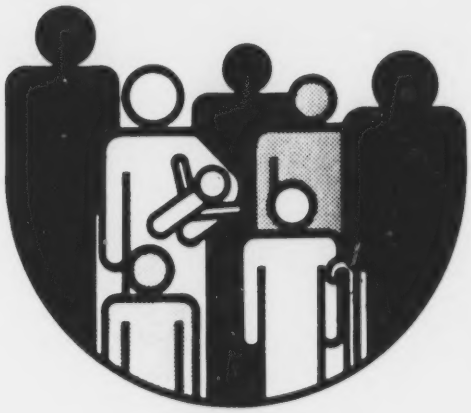
BALANCING FAMILY AND WORK



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FOREWORD

How many times have you discussed how to put your family life and work life together? How many articles and books are written about managing family and work lives? How many media specials and talk shows have given you advice on putting balance back into your life? And how many students in your classes are very busy now balancing family, school, and work?

In reading this monograph, *Balancing Family and Work*, my belief that home economics educators are continually dealing with current issues in family life was reaffirmed. As you read the chapters, you will find that the information presented and the lesson plans developed are timely and can be easily incorporated into any class that you teach from middle school through college. The lesson plans can be used in courses ranging from career exploration to marriage and family living and from consumer economics to all other core courses that you teach. The monograph's effective teaching strategies will assist us in helping our students develop the skill of balancing their family and work lives as well as the skills of cooperation, communication, and leadership which are very important work place skills.

The Executive Board expresses our thanks and appreciation to the authors of this monograph--Sally Yahnke, Dawn Mallette, Cathleen Love, Emma Gebo, Ginny Felstehausen, and Dorothy Pomraning for their expertise and talent. Thank you to the Publications Review Committee for their work in the review of this monograph. A very special thank you to Janice Wissman for all of her work as HEEA's Publication Chair.

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BALANCING FAMILY AND WORK

INTRODUCTION

by Ginny Felstehausen

As America moves toward the year 2000, our country faces some of the most difficult challenges of the 20th century. Political forces are revolutionizing the world, and our immediate society is in the midst of fundamental change on every front. Although change is inevitable, the recent changes in two of our most basic institutions, the family and work, have been dramatic. This monograph will highlight the interrelationship between the two systems, family and work.

Family and work are the backbone of human existence with each placing its claims on our lives. For most families, the American dream is being modified to include later marriage, smaller families, dual worker marriages, and single parent families. Less time is being spent on household tasks, and many are experiencing the complicated, often frustrating, task of finding adequate childcare for their children or dependent care for older family members. It is becoming increasingly difficult to maintain traditional family roles in light of the demands of the workplace. Management of family and work responsibilities continue to be one of the most challenging tasks facing the American family.

While family life is being redefined, the demographics of the work force also are changing. Today's workforce, and that of the future, includes people who have not worked in the past -- older workers and retirees, minorities, new immigrants, and women (Aburdene & Naisbitt, 1992; Naisbitt & Aburdene, 1990; Schwartz, 1989; The Workforce of the Year 2000, 1989). Attitudes and values among workers are changing. As these changes occur, the relationship between the two systems creates even more change. "The constancy, intensity, and rapidity of these changes make the work/family nexus a dynamic one" (Friedman & Galinsky, 1991, p. vii).

The home economics profession has a long standing interest in the issues related to balancing family and work. Early home economists such as Ellen H. Richards, Marian Talbot, and Caroline Hunt were concerned about the effects of paid work on the physical and mental health of family members, especially the impact of cottage industries and piece work on women and children (Brown and Paolucci, 1978).

Home economics educators have given serious attention to family and work issues since the early 1960s. The passage of the 1963 Federal Vocational Education Act provided the impetus for, and encouraged the focus on, wage-earning aspects of secondary home economics programs. Provisions for the incorporation of family and work concepts into vocational home economics curricula have been included in the

Carl D. Perkins Vocational Legislation Act of 1984 and the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. This interface between work on the one hand, and personal and family life on the other, is a unique focus of home economics education.

Today's concern about balancing family and work has relevance for everyone. It is more than a women's issue; it is a family issue. It crosses all socio-economic levels, transcends all stages of the family life cycle, and is colorblind. Less than 10% of American families fit the traditional model represented by two parents, a wage-earning husband and a homemaker wife. Even among two-parent families, nearly 80% can be classified as dual-earner; the percentage is higher among minority families. In 1970, 41.6% of women over age 16 participated in the labor force. By 1990, this rate had increased to 57.5% (U.S. Dept. of Labor, May 1992).

The purpose of the *Balancing Family and Work* monograph is to present a series of activities designed to teach strategies needed for effectively managing the multiple responsibilities of family and work. These strategies will fit into life skills and relationships curricula already in place in today's secondary home economics programs. Activities for the middle school students focus on being good family members, while learning experiences for high school students are geared more toward the students becoming good family leaders. The activities can be adapted to meet the special needs and interests of the group or individual involved. All *Balancing Family and Work* activities have been field tested in a variety of settings.

FAMILY AND WORK RESEARCH

The linkage between the family and work is complicated. Until recently, Americans have viewed family and employment as two distinct and unrelated spheres with much of life organized around the work sphere. Over the years, this separation has benefitted the work world more than the family. The best paid and most important workers, those who controlled company resources and had high levels of loyalty and commitment to the organization, tended to have the highest degree of family/work separation. The code of corporate behavior became: "While you are here, you will act as though you have no other loyalties, no other life" (Hunsaker, 1983, p. 87).

Family life, on the other hand, is the most meaningful area of life (Andrews & Withey, 1976). For most Americans, the commitment to family overrides all other commitments, even the commitment to work. It is in the area of family life where life ultimately is given meaning, and the meaning is passed from generation to generation. This commitment can provide feelings of reward and fulfillment, but at the same time can cause anxiety, stress, and guilt, especially for women (Cripps, 1986; Crosby, 1991; Glosson, 1991).

Kanter's (1977) labeling of the "myth of separate worlds" and her proposed agenda for family/work research precipitated researchers in many fields to expand the framework for examining this relationship. She later suggested that we think of our lives as one system, that the work setting as well as home life affect the overall quality of life (Kanter, 1983).

Although early family/work research tended to focus on theoretical models that considered the two to be separate spheres or identified a spillover effect from one to the other, the recent trend is to consider reciprocal relationships between family and work (Chow & Berheide, 1988). This interactive approach recognizes the mutual inter-dependence between family and work, and encourages researchers to move beyond an "understanding of women and their families or of men and their work" (p. 25).

Despite the complexity of the topic, a number of key ideas related to the relationship of family and work have "clear and consistent support in the literature" (Way, 1991, p. 17). These concepts served as the foundation for activities in the monograph:

- Life quality is a multi-dimensional phenomenon with family and work playing particularly important roles in an individual's perception of their unique quality of life.
- Family and work roles are two of the many roles in which individuals participate throughout the life cycle. The selection and enactment of these roles is part of the larger process of human development.
- Family and work cannot be viewed in isolation, rather must be considered in the context of multiple environments that interact reciprocally.
- Gender has important effects on the family/work relationship.
- How roles and demands are perceived influence the occurrence of role strain and conflict and its impact on individuals and families as much as the situation itself.
- Just as there are many kinds of families, there are many ways to characterize families. Families may be categorized by environment or pattern of managing resources and dealing with stress. Family goal achievement relates to management patterns within the family.
- Working women and men and their families can make more informed decisions about the family/work relationships if they are knowledgeable about family and work issues, if they are able to apply mental processes to problematic situations, and if there is a disposition to do so (Way, 1991, p.17).

Home economists have been actively involved in family/work research and have brought the family focus of the profession to the research arena. Extensive work has been done by home economics educators in Arizona, Colorado, Iowa, Minnesota, Ohio, Tennessee, South Dakota, Texas, Virginia, and Wisconsin. Current research efforts are

focused on theory building, qualitative research methodology, and attempts at collaborative efforts among disciplines and institutions. The emphasis of research on the family today appears to be more on "why" and "how," rather than on "what" and "how many."

Although an extensive review of the relevant literature is beyond the scope of this publication, the editors suggest a number of references to help increase one's understanding of this complex topic. For an excellent introduction to the home economics perspective of family and work research, the reader is referred to the 1991 American Home Economics Association, Teacher Education Section Yearbook *Work and Family: Educational Implications*. The introductory chapter highlights a number of theoretical perspectives appropriate for examining family and work. Other chapters discuss the findings of recent research studies, highlight the concerns of special groups of families, suggest approaches to curriculum development, and explore the response of corporate America to meet the demands of the American worker.

There is an abundance of information on the family/work connection in the popular press. Newspapers, magazines, and television frequently feature stories highlighting the latest "answers or ideas" to help families manage the multiple roles of family and work. In addition to the references included in the monograph, professional journals such as *Family Relations, Journal of Marriage and the Family, Journal of Family Issues, Journal of Vocational Education Research, Marriage and Family Review,* and *Journal of Vocational Home Economics Education* regularly publish articles related to family and work.

Guide to Lesson Categories

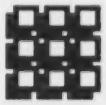
The lessons that follow are each formatted identically. For ease in locating the category in any lesson, each has its own symbol. Lesson categories are described below.

Perennial Problem

A Perennial Problem is one faced over and over by successive generations of families. Perennial Problems include enduring questions about how to improve the quality of families. Posing curriculum lessons as Perennial Problems avoids focusing on time-specific problems.

Practical Problem

A Practical Problem identifies an action that can help address the Perennial Problem. This action is born of reasoned thought and sound judgement. Posing a Practical Problem in curriculum is a way of focusing on both affective and cognitive processes, on both knowledge and values, on life experiences, and on thought and action. The Practical Problem approach can be used to help analyze a teaching situation, identify and address an education dilemma, generate and critique alternatives, and make value judgments.



Learner Outcome

A Learner Outcome describes what students know, can do, and "are like" that will directly affect their success in facing challenges and opportunities (Spady & Marshall, 1991). Outcome-based education requires organizing the curriculum so that all learners can reach the outcome. It demands a different approach to teaching, with emphasis on active modeling, expecting success, intensive engagement, diagnostic assessment, and frequent feedback to learners.

Objectives

An objective describes or defines what the learners have to do to demonstrate their attainment of the intent of the lesson.

Debriefing

Debriefing Strategies are options for summarizing the lesson. Learners need the opportunity to discuss the content learned and the process in which they learned it.

Evaluation Options

Evaluation Options for each lesson are based on the lesson's content, process, and application objectives. These options are meant to be adapted to meet the needs of the learners.

DO I WANT A FAMILY AND CAREER?

by Cathleen Love

Analyze Career Choices

In preparing learners for roles they will assume in the workforce, schools have focused on career opportunities. For example, wage earning programs in home economics explore careers in food service, child care, fashion merchandising and other home economics related areas. Career exploration is an important part of the secondary curriculum, but how often are students asked "If you choose this career, how will it impact your family?"

Kanter (1977) wrote that the myth of separation of family and work came from industrialization. Employees were forced to shift their economic survival to companies rather than family members. Companies, in return, expected families to leave family issues and concerns at home. This attitude became the norm for the American society. Kanter (1983) concluded in her studies that family and work issues are interrelated and should not be studied in isolation.

As teachers, there are many opportunities to interact with students about their future goals. Concentrating on student's future work life without focus on their future family life is a disservice to the students we teach. Students need to think about choices for their families as they are examining choices for work.

Here are examples of conversations with people who are sure of their career goals but have not considered the impact on their family.

> Peter was walking with me after school and began telling me that he thought he was going to drop out of school. He had a good job bussing tables at the local restaurant, and he did not need to have any more education than he already had. After we had walked for awhile, I asked him if he planned on getting married someday. When he said yes, I asked him what kind of life he was hoping to live with his future family. He told me he didn't want his wife to have to work and he wanted his children to have lots of things that his parents could not afford for him. He was not planning his career with his future family in mind.
>
> A student studying exercise physiology was telling me how excited she was about the career opportunities she had been exposed to in her field. She was looking forward to working for a corporation that would encourage employees through fitness programs and educational opportunities to live healthier lives. Her hours would be flexible and

probably involve night classes. She also thought there would be opportunities for travel between plant locations. When I asked about her plans for a future family she was very clear that she wanted to have a family very similar to the one in which she was raised where her Mom was home full-time.

Recently, a new medical doctor was asked how her marriage was handling the stress of her profession. As a doctor she works very long hours and is on call every other weekend. Her spouse has come to resent her work and it is causing them problems in their marriage. When asked if anyone had ever explored with her as a student the impact that her career might have on her family, she said that if they had she might have reconsidered becoming a doctor.

Two high school sweethearts have been pursuing careers on different coasts. Each has been very successful and their long distance marriage has been working just fine. They have both chosen very specialized fields and their career options are limited to geographic areas that have companies in need of their expertise. When the couple decides to have children there is shock and resentment on both their parts when they realize that one of them must either give up their career or see very little of their new baby. When asked if they had considered what job changes would occur with the addition of a new baby, they said they both love their jobs and admit they didn't spend the amount of time they should have discussing having children.

Giving students examples such as these will help them to think about the commitment that must be made to family and work. Too often students are looking at role models on the job who do not have anything in common with their role models at home. Students want new, exciting careers but they also have to think about how those careers match with what roles they expect to play as future family leaders.

Traditional roles in families are still the prevalent model in American minds even though they are in the minority in American homes. Students need to be aware of the roles that are modeled in their families and the roles that exist in families of a potential partner. Expectations for "helping" with the homemaker role versus taking an equal partnership in that role need to be explored.

When Betty Friedan (1986) wrote *The Second Stage* there was an outcry from feminists who thought Friedan was asking women to choose between staying home to have a family or going to work to have a career. However, Friedan was arguing that for women to be considered equal in our society, an examination of what is happening in the family is critical. She wrote that "the power and the promise of the future lie in transcending that absolute separation of the sex roles, in work *and* family" (p. 84).

As home economics educators, we can introduce the concept of family into career development activities offered within the secondary program. Offering to team with counselors or other teachers who teach career development will expand our visibility and expertise throughout the school. Students are concerned about their entire future, not just their future in the workforce. We can help them explore their values about family and work.

Career/Work Life Cycle Model

Americans are predicted to change their work roles at least seven times in their lifetime. Much of the literature about career changes has to do with the changing needs of the workforce. As home economists, we need to help learners also understand the changing needs of the family.

Popcorn (1990) predicted that Americans are "cashing out." She says that Americans are asking hard questions about the value of high salaries at the expense of quality of life. "Cashing out" is only one of many trends that are impacting the way individuals and families assess their family and work roles. Families progress through the life cycle and have to deal with significant changes in their financial responsibilities. Child care, elder care, tuition expenses, rent/mortgages and other debts, and health care are just a few of the economic concerns for which families must plan. Helping students recognize the need for flexibility and openness in their goal setting will prepare them for the unexpected events that happen as we plan our family and work lives.

Personal Goals and Values

Too often our students set goals based on some ideal that they believe is the norm or what their peers will find acceptable. Students need guidance in recognizing that goal setting begins with asking what is important to them as individuals. What students' value needs to be evident in the goals they are setting. The family and work approach to life planning would ask students to assess what they value for their family life, as well as for their work life.

The lifestyles that are chosen by men and women have traditionally been decided with different intentions. Women make late career decisions and they have a sense of passivity about the future. Women tend to wait to be chosen before they plan their career. Men tend to look at each step of their life, from education to sports to jobs, etc., as a step in their career progression (Murphy, 1987). Family and work roles are changing and men and women need to be prepared to examine the value they will place on their family and work lives. This means different family and career development planning for both men and women.

Home economics teachers include goal setting as an important part of their curriculum. (We need to be sure in the goal setting we teach, related to balancing family and work, that we emphasize the need to include family in our goals.) Have students look at both the short and long term goals that they have. What are some scenarios that will assist them in planning for their roles now and in the future? Personal goals and values have focused too much on work in isolation from family. We need to be the ones to make sure that the family as the focus for home economics is also the focus for all aspects of our teaching.

LESSON PLAN

Perennial Problem

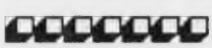
What should be done about family and work decisions?

Practical Problem

What should be done to help students recognize the impact of career decisions on family?

Learner Outcome

The learner will analyze how career decisions impact family members.



Objectives

The learner will:

Content: Evaluate how career decisions are perceived differently by individual family members.

Process: Evaluate how using skits gives meaning to their family experiences.

Application: Identify decisions made in their families which impacted individual family members in different ways.

TEACHING-LEARNING INTERACTION

Assign students to play the roles of the various family members in each of the following skits. The other class members discuss the decisions those family members will be making.

SKIT # 1

Todd Traveler has been promoted and his family will move from Akron, Ohio to Atlanta, Georgia. This is the twelfth move in their eighteen years of marriage. The oldest of the three children, Blake, has already attended eight different schools.

Mr. Traveler's Views:
- moves are a way to get ahead
- afraid to move because of uncertain economy
- feels he'll get stagnant if he stays too long in one place
- is looking forward to a change in climate and to a new office

His wife, Idawann's Views:
- feels overwhelmed by all the packing and unpacking involved
- doesn't look forward to dealing with all the changes that accompany a move
- likes her home in Akron because it's close to her sister and the schools are good
- doesn't feel the excitement the other wives in the company seem to feel
- feels like a temporary resident and doesn't really want to get involved in community activities anymore because it's always so temporary
- fully expects to move again in two years
- feels isolated, lethargic, and lacks confidence
- feels that all she has left are the children

Blake's Views:
- is afraid he won't find new friends
- seems like they move every time he gets into extracurricular activities and is doing well. As soon as this happens in the next place, they seem to move again.
- keeps suggesting to his parents that he be allowed to live with his aunt and uncle to give him a chance to stay in one place. His parents won't approve.

12-year-old Dick's Views:
- is beginning to feel like his older brother
- feels he spends more time looking for new friends than playing with them

7-year-old Michael's Views:
- is excited!
- thinks moving is an adventure.

SKIT # 2

Greg Stayawhile has been offered a promotion which means transferring to another city. The Stayawhiles have been married for eighteen years. They have moved three times, but have refused promotions on four other occasions.

Father - Greg's Views:
- has not advanced as far as he might have but has been able to see his family enjoy a comfortable lifestyle
- accepted two transfers when the children were young and not yet in school
- an additional transfer came at a time when their older son, Chris, was going from elementary to junior high school
- turned down one move because it didn't fit into a normal transition period
- has always considered what is best for the family

- company values him enough to be understanding and still give him additional promotions

His Wife, Lisa's Views:
- is a teacher and likes her job
- doesn't mind working to make up the difference in income posed by the refusals to move
- knows her teaching credentials would not be valid in another state and there probably wouldn't be a job opening

16-year-old Chris' Views:
- is doing very well on the varsity basketball team
- is an honor student and likes school
- wants to graduate from this school

12-year-old Amy's Views:
- is a good gymnast and is afraid a new school won't even have a gymnastics team
- wouldn't mind a move because she is a bit afraid to enter the big junior high school anyway.

SKIT # 3

Allison Allalone has been working part-time and going to school to complete her undergraduate degree. She will be graduating in May and has been offered positions, both in the community in which she lives and in another part of the country. The position outside her community pays considerably more. Her two children live with her and visit their father every other weekend.

Allison's Views:
- excited to make a new start
- concerned about starting a new job in a new city
- worried about her children's adjustment and care while she is working

9-year-old Andi's Views:
- is happy for Mom
- is excited to live in a house again with a yard
- wonders when they'll see Dad
- worried about making new friends in a new school

4-year-old Alex's Views:
- doesn't really understand but likes to stay at Grandma's while Mom is at school.

Source: Skit #1 and #2 are from Ohio's "What To Do Regarding Coordinating Work and The Family" Curriculum, Ohio Department of Education. Skit #3 was created by Sally Yahnke, Colorado State University.

Debriefing

Content:

- In each skit, which family member could you relate with?
- How did the career decisions impact each family member?

Process:

- How were the skits beneficial in examining the impact of career on family?
- How did you use the process to evaluate career and family decisions on a personal level?

Evaluation Options

- Interview a family who has recently moved. Report orally how each family member perceived the pros and cons of the move.
- Using one of the skits, personalize the situation and write a one-page summary of each family member's perceptions of a career move or write a one-page summary from the viewpoint of one of the family members.

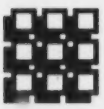
LESSON PLAN

Perennial Problem

What should be done about family and work decisions?

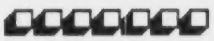
Practical Problem

What should be done to help students recognize the impact of personal and family goals on each family member?



Learner Outcome

The learner will analyze how personal and family goals impact family members.



Objectives

The learner will:

Content: Evaluate how personal and family goals impact individual family members.

Process: Evaluate how Thelen's Group Investigation Strategy gives meaning to their family experience.

Application: Identify personal and family goals and the impact on each family member.

TEACHING-LEARNING INTERACTION

The interaction with students for this lesson will be Thelen's Group Investigation Strategy. This strategy is based on the democratic process. After the teacher describes a dilemma, groups explore their reactions to the dilemma, formulate and organize study tasks to learn more about the dilemma, participate in independent and group study, analyze their progress in devising a way to address the dilemma, review the problem solving process, and evaluate their solution in terms of how well it addressed the original dilemma. For more information on Thelen's Group Investigation Strategy, see Joyces' Models of Teaching (pp. 219-238).

I. **Distribute the handout titled Family Values, Goals and Priorities. Give students a few minutes to read the scenario.**

Ask students to respond to the scenario. Draw attention to the differences in responses, the stances taken, the feelings expressed.

Pose the following questions to elicit students' personal reactions to the handout:

1. **Opinion**

   What would it be like to share work responsibilities in a family-owned business?

   Would you be in favor of opening a catering service?

   Who should decide if a catering service should be added to the existing business?

2. **Relevance**

   What relevance does the opening of a catering service have on each family member?

II. Pose the following questions to elicit students' perceptions of the social issues addressed in the handout:

1. **Descriptive**

   What is the purpose of the Hanson's opening a gourmet catering service?
   - Is it to make more money?
   - Is it to provide more jobs for the family members?
   - Is it to provide a service to their customers?

   Who would benefit from the opening of the catering service?

   Is there evidence that there would be advantages for the family members?

2. **Comparative**

   Should only two family members be involved in the decision of whether to open the catering service?

   Should all family members be involved in making the decision?

   How would opening the catering service impact each family member and what they would like to do?

3. Historical

How do family goals impact personal goals?

Why do families make decisions without including all family members?

4. Causal

By not including all family members in making decisions, what message is given to other family members?

5. Predictive

What will happen if only two family members make the decision about opening the catering service?

III. Divide the class into four groups. Give each group the following question.

Tell them that their tasks are to: (1) list ways for the family to find data to answer the question, and (2) create a plan for using this data for the family to reach their goal.

If the Hanson family opens a catering service, what impact will this have on all family members? Will each member be able to reach their own goals? Will their family become stronger? Earn more money? Have more time together?

Encourage students to explore other questions related to personal and family goals. Assign groups to those questions.

Debriefing

Content:

- To which family member could you relate?
- How did the goals of the family impact the goals of each family member?

Process:

- How was the Thelen Group Investigation Strategy beneficial in examining the impact of family and personal goals on each family member?
- How did you use the process to evaluate your personal and family goals?

Evaluation Options

- Interview three people concerning their personal and work goals and the impact these have on their family. Write a reaction paper including your findings and how this interview impacted you.

- Write two goals for personal life and two goals for work/school life at one, five, and ten year intervals. How do/will these goals impact your family? Report orally to class.

FAMILY VALUES, GOALS and PRIORITIES

The Hansons own a restaurant. The family includes Mr. and Mrs. Hanson, Jane - 18, Paula - 16, Andy - 12, and Grandma Carson. Everyone works in the restaurant which operates 6:30 a.m. to 8:00 p.m. In the last two years, the business has done so well that Mr. Hanson has hired four new employees. The Hansons would like to open a gourmet catering service to add to their restaurant.

Mrs. Hanson and Jane have been working on plans for this addition. Everyone is excited about it and wonders how this will impact their lives. Mrs. Hanson likes the business-end of operating the restaurant but is looking forward to spending more time participating in other activities. Mr. Hanson is excited since this has been a lifelong dream. Jane is planning on attending school next year and majoring in restaurant management and loves everything about the restaurant. Paula is very athletic and involved in all varsity sports in high school. Andy is excited about entering Jr. High and the extracurricular opportunities it offers. Grandma Carson enjoys being with her family and would like to visit other family members around the country.

Though the whole family agrees there are some problems with family life when operating a restaurant, they like the togetherness of the work as well as summer weekends with Mondays free.

Should the family open a gourmet catering service?

Adapted from the Ohio Department of Education Curriculum

LESSON PLAN

Perennial Problem

What should be done about family and work decisions?

Practical Problem

What should be done to help students recognize the various roles/responsibilities family members have and the impact on family and work decisions?

Learner Outcome

The learner will examine the roles/responsibilities of family members and the impact on family and work decisions.

Objectives

The learner will:

Content: Evaluate how family roles/responsibilities impact family and work decisions.

Process: Evaluate how using Taba's Inductive Thinking Strategy gives meaning to their experiences.

Application: Identify how the roles/responsibilities which family members play impact family and work decisions.

TEACHING-LEARNING INTERACTION

The interaction with students for this lesson will be the Taba Inductive Thinking Strategy. This is a method to help students think logically and develop sequential thinking. The following activity is an example of the use of this strategy.

Introduction

Ask students to think a minute of all the roles/responsibilities the members of their family play. Do they always play the same role? How do these roles impact others? Do responsibilities remain the same or change?

PHASE I: Below is a list of activities or tasks of family members:

Pays bills
Cooks
Washes the dishes/loads dishwasher
Does the food shopping
Vacuums or sweeps
Dusts
Picks up commonly used rooms such as the living room
Washes the clothes
Mends clothing
Irons clothing
Sets the table before meals
Does minor repair of plumbing
Takes children to the doctor
Takes children to the babysitter
Takes children to the zoo
Arranges for babysitting
Prepares children for bed
Reads stories
Listens when children have a problem
Gives children their allowances
Gives hugs and kisses
Disciplines children
Goes to parent-teacher conferences
Picks children up after work
Buys clothing for the children
Cuts the grass
Shovels the snow
Rakes leaves
Takes responsibility for religious training of children
Shows most emotion
Cares for car or other vehicle
Cares for pet
Makes the final decision

PHASE II: Ask the class to group the activities or tasks into categories.
Possible questions:

1. Why did you place the activities or tasks into the groups you did?
2. What characteristics do each group have in common?
3. Do you have more activities or tasks to add to the list?
4. Do you want to change any activities or tasks from one group to another?

PHASE III: Ask the class to formulate a label for each group that is characteristic of all the jobs in that group. Example: **Authority, Love, Financial Responsibility, Emotions, Women's Work, Men's Work, Both Parents' Responsibility, Children's Responsibility** . . . Some groups may have more than one label.

PHASE IV & V: (Identify points and explain terms)
Possible questions:

1. Are there similarities between one or more of the groups?
2. What similarities do you see among the groups?
   a. They create good feelings in family members.
   b. They show concern toward family members.
   c. They show positive interaction between family members.
   d. They are concerned with the well-being of family members.
   e. They show power.

PHASE VI: Making inferences
Possible questions:

1. Thinking about what we have said and what you see on the board, can you draw any conclusions?
2. What generalizations can you make? Generalizations might include:
   a. Mothers spending more time with the work of the family than other family members.

   b. Men take care of finances and financial decisions in most households.
   c. Children contribute to the work of the family, but in small ways.
3. What does this mean? (Women are primary care givers?)

PHASE VII: (Predicting Consequences) Based on the generalizations the class has listed, follow up with a hypothetical question:

1. "What would you do if family members wanted to change roles with you?"
   OR
2. "Are you comfortable with these family roles?"

Have the class explain their individual reactions based on the generalizations they listed.

PHASE VIII: (Explaining and Supporting Predictions)

1. Do you plan to adhere to the traditional roles of men and women in your family? Why?
2. Should women not work outside the home and take on the roles of primary care giver of the family or should care giving be 50/50 between mother and dad?
3. Is this an item which should be discussed prior to marriage? Explain.

PHASE IX: (Verifying Predictions) Possible questions:

1. Would your generalizations hold true in all cases?
2. What must be done to change family role expectations?

Source: Adapted from Colorado Home Economics Core Curriculum, 1991.

Debriefing

Content:

- How do the roles/responsibilities of family members impact work and family decisions?
- How do the roles/responsibilities you have in your family impact your family and the decisions they make?

Process:

- How was the Taba Inductive Thinking Activity beneficial in examining the impact of family roles/responsibilities in family and work decisions?
- How did you use the process to evaluate the roles/responsibilities you have and the impact on family and work decisions?

Evaluation Options

- Using the Family and Work Roles/Responsibilities handout, interview one person, asking the suggested questions and those of your own. Write a one-page paper discussing your findings.
- Identify your roles/responsibilities and comment on how they impact family and work decisions.

FAMILY AND WORK ROLES/RESPONSIBILITIES INTERVIEW

Directions: Select one adult to interview. In the space immediately following, identify the person by name, and describe the person's age, gender, and occupation. Answer the following questions.

Person interviewed: Name, age, gender, occupation.

1. What are some of your major roles/responsibilities in a typical day?

   WORK:

   FAMILY:

   SELF:

2. What role/responsibilities have been most satisfying?

3. How many individuals count on you in a day? Who are they and what are they counting on you to do?

4. If you could, what roles/responsibilities would you change and how?

5. How much time would you like to spend only on yourself?

Source: Adapted from Colorado Home Economics Core Curriculum, 1991

LESSON PLAN

Perennial Problem

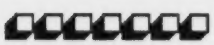
What should be done about family and work decisions?

Practical Problem

What should be done to help students recognize the cost of career decisions on the individual and the family.

Learner Outcome

The learner will analyze the cost of career decisions on self and family.



Objectives

The learner will:

Content: Examine the opportunity costs of career decisions on self and family.

Process: Evaluate how using case studies gives meaning to their family experiences.

Application: Identify decisions made in their families and the human and economic costs to individuals and families.

TEACHING-LEARNING INTERACTION

Discuss the definition of opportunity cost. Opportunity costs are what you could earn or gain doing something else.

Divide the class into three groups and assign each group a case study. In the groups, students should discuss:

- What employment opportunity and human opportunity was given up in each case (consider the dollar cost)?
- What were the possible "pay-offs" in each case?
- What would determine whether or not these payoffs were worthwhile?
- What impact would these decisions have on the family? family members?

CASE STUDIES - OPPORTUNITY COSTS

ONE

Ellen is a buyer of children's clothes in a large department store. She is planning to have a baby in five months. She wants to spend time with her child and, therefore, will take a year off from her job. Her boss has said she'll try to hold the job for Ellen but "can't make any guarantees." The year away from the job will cost Ellen a year's salary. She also puts her job in jeopardy by leaving for a year. If and when she returns to work, she will have one less year of seniority. She will also have lost some experience dealing with trends and fashions and being aware of changes in personnel and activities in the year she was unemployed. Another consideration would be the cost of child care for that year if Ellen had returned to work.

The total of these costs is what Ellen could have earned if she had not stayed out of work for one year.

TWO

Greg has worked in a machine shop for three years. He likes the work and the people. Greg does not have a machinist's certification. He has come to realize that he needs this certification if he hopes to progress at his job or even maintain his present position. Greg has investigated a six-month training program that is highly rated. Mr. Todd, Greg's boss, says he'll hold the job for him and encouraged him to take the course. Mr. Todd offered to loan Greg some tools necessary for the course. The money Greg could earn in the six months, the tuition and supply cost at the school, and the travel to the school are opportunity costs for Greg. (They are what Greg would have if he had not gone to the school.) Greg also will have some human opportunity costs. In order to pay for the tuition and earn living money for the six months, Greg's wife will need to work overtime at her beautician's job. Greg will see less of his three-year-old son and five-year-old daughter during these six months. He may need to study when he'd like to spend time with his family. These human opportunity costs will be what Greg and his family could have gained had he not taken the course.

THREE

Maria and Santos have been married three years. Maria is a medical technician. She plans to quit her job to have a baby. She does not plan to return to work until her children are in school (age 6). Since Maria and Santos hope to have three children spaced about two or three years apart, it will be eleven or twelve years until Maria re-enters the work force.

The cost of Maria's earnings for the eleven or twelve years (including likely pay increases) plus the likely coursework updating in her field when she re-enters will be the opportunity cost of Maria's removing herself from the work force.

Source: Ohio's "What To Do Regarding Coordinating Work & The Family" Curriculum, Ohio Department of Education.

Debriefing

Content:

- How did the career decisions impact each family member?
- To which family member could you relate in the case studies?

Process:

- How were the case studies beneficial in examining the impact of opportunity costs on individuals and families?
- How did you use the process to evaluate opportunity costs on a personal level?

Evaluation Options

- Interview family members or others to learn of the opportunity costs they have experienced. Would they make the same decisions again? If they would decide otherwise, on what would they base their new decision? Could they justify their decision on the basis of self, family, and society? Which of the three took precedence in their decision? Write a reaction a paper to this interview.
- Examine the decisions you have made in your life. What were the opportunity costs of each? Discuss orally in small groups.

THE BALANCING ACT

by Sally Yahnke

The term "balancing act" can conjure different images. In today's society everyone has to figure out how to balance their lives. "Balancing family and work" has been used to describe what working women try to do, yet trends seem to show that by the year 2000 working to balance all aspects of our lives will be the norm. Both moms and dads are trying to figure out how to do their jobs well and enjoy their families. Single people are trying to move ahead in their career but also to find time for themselves and leisure activities. Children are more often left with the responsibility of self care and need help figuring out how to manage that time in a safe and healthy way. Teens and young adults are trying to balance their school work, full-time jobs and extra-curricular activities. Elderly people are living longer and are faced with many more years to enjoy this time. Some elderly may also need to find a part-time job to supplement their income. What does it means to balance our lives? How can balance best happen in our lives?

Several references have been made as to how best to balance our lives (Magid, 1987; Englebrecht & Nies,1988; Yahnke,1989; and Chung,1991). When individuals and families were asked what were the major challenges they faced in balancing family and work the three areas they mentioned were time management, money management, and the need to communicate these needs to others (Yahnke, 1989). Aburdene and Naisbitt (1992) discussed the notion that "the idea of balance has been building. Companies were first interested in stress management, then burnout and now balance" (p.101). They continued the discussion by noting that people are not ready to give up their high powered careers soon, but they are starting to talk about balance. They also said that there is no one correct way for people to balance their careers and their family. Each individual is choosing the way that will best fit his/her life and family.

Englebrecht and Nies (1988) identified five demographic trends that support the need for including balancing family and work concepts in the home economics curriculum. They were:

- Women's high level of participation in the labor force will continue;
- Occupations with the largest projected growth will be in the service sector;
- Increasingly, people will recognize that work life and family life mutually impact one another;
- By the year 2000, a large proportion of the population will be over 65;
- Employment and family activities will share the same space (p. 23-26).

They felt that home economics teachers are the best people to present this information because of the "nature of their preparation and interest in improving the quality of life, to help their students learn how to manage work and family responsibilities" (p.23).

Demographics indicate that everyone will be involved in trying to balance both families and careers. Women will continue to be a critical mass in the work force, "By the year 2000 almost half of the work force will be female, and more than 80% of the women age 25-54 will work" (Aburdene and Naisbitt, 1992, p.217). Aburdene and Naisbitt (1992) also stated, "In 1990, 36 percent of working men-24 million-were fathers of children under 18. Half, 12 million, had children under six years old" (p. 224). Most of us are working and working more. Today almost one quarter of the full-time workers in the United States work 49 hours a week. This compares with 17 percent in 1981 (Aburdene & Naisbitt, 1992). The perennial problem for home economics teachers and students to address becomes "What to do about family and work decisions?"

MANAGING TIME

We wish we had more "time". We want time to be with our families, time to get our work done, time for ourselves. Yet, time is fixed. A day can't last longer or be made shorter. Time is a fixed resource . . . it can't be manipulated, stretched, or shrunk (Magid, 1987). Chung, (1991) found time pressure to be one of the sources of interrole conflicts between family and work life. She identified two aspects of time pressure to be:

- time constraints or time shortages from role overload,
- incompatible time requirements due to scheduling conflicts (p.121).

Magid, (1987) stated, "Time is a reflection of our values, not a reality" (p. 41). The activities in the following lesson plan will begin to help students explore their values and address how to better balance their time.

MANAGING MONEY

Learning to manage money wisely has always been a focus of home economics. These skills have been incorporated into every aspect of our content. When addressing money management and balancing family and work, the question is not only "How do I manage my money wisely?" but also "How do I make choices so I can enjoy my family and yet provide enough income to enjoy life?" Engelbrecht and Nies (1988), in their discussion of trends, stated, "Money management skills will be essential. Families may need to adopt a simpler life style, which will be less materialistic and energy intensive" (p. 27). In considering both managing time and money, Aburdene and Naisbitt (1992) predict that in the 90's people will be willing to give up one day of pay for one day at home. They also stated, "Leisure time - not money - is becoming the status symbol of

the 1990's" (p. 98). The following activities will begin to help students answer the question of how to spend time with their families and provide for them in the manner they choose.

COMMUNICATION SKILLS

To effectively begin to balance time and money everyone will need to communicate their needs to other family members and people at work. People living in a learning society will need to possess communication skills, work collaboratively, respect those people who are competent, shift roles and structures without feeling uncomfortable, enjoy change and above all, strive for balance (McCarthy, 1992). It will not be the people who stand up for their principles against all odds that succeed but, it will be those people that can communicate to others what their needs are and can work together to solve problems who will make a difference. Possessing the ability to communicate effectively will be one of the most important skills students will need to balance their work and family lives. The following activities will begin to help them communicate their needs.

When you begin to manage time and money and are able to communicate with all family members you will be better able to make shared family decisions. These decisions can be made effectively because everyone will be heard, priorities can be set and needs identified. With all of this information all family members can work toward balance in their lives.

LESSON PLAN

Perennial Problem

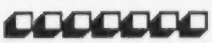
What should be done about family and work decisions?

Practical Problem

What should be done to help students understand the importance of time management in coordinating family and work?

Learner Outcome

The learner will interpret the use of time as a limited resource.



Objectives

The learner will:

Content: Examine how managing time is different for each family member.

Process: Evaluate how using cooperative learning gives meaning to their experiences.

Application: Identify how they manage their time and the impact this has on others.

TEACHING-LEARNING INTERACTION

The interaction with students for this lesson will be cooperative learning. The technique used will be Jigsaw which is useful when covering and reviewing material. Students work in small heterogeneous groups (expert groups), discuss with cooperative teams, and return to teach the compiled information within the expert group. (See Jigsaw II example at the end of the lesson, page 35.)

Divide the class into heterogeneous groups of four or five. These will be called "expert" groups and be given a scenario about Stacy. In this group, the students will become "experts" by determining a daily schedule for Stacy. They are to account for all of Stacy's time during the week including leisure time.

The following are set times:

- Stacy goes to school from 8:10 a.m. to 3:45 p.m. Monday through Friday with lunch from 12:15 to 12:50 p.m.
- Stacy has XYZ Club Meeting on Thursday evening from 6:30 to 8:00 p.m.
- Include time for Stacy to do household chores such as laundry, grocery shopping, and general home maintenance. Allow time for driving to and from activities, eating and/or preparing meals, sleeping, and getting dressed. Also, remember to allow time for leisure activities or unscheduled time.

Each member of the "expert" group should fill in Stacy's schedule and be ready to discuss what problems Stacy might encounter, how to handle these problems, and how the "expert" group kept Stacy's best interest in mind while planning the daily schedule.

Regroup the "expert" groups into cooperative teams. Each member of this group shares Stacy's schedules and the process and considerations their "expert" group made while developing Stacy's schedule. Students then return to their original "expert" group and teach their compiled material.

SCENARIOS

Stacy # 1

Stacy is a junior in high school. He works at a grocery store on Monday, Tuesday, and Thursday nights from 5 to 9 p.m. and on Saturdays from 8 a.m. to 2 p.m. He plays on a city baseball team that practices on Wednesday nights from 6:30 to 7:30 p.m. and plays scheduled games on Friday nights from 8:30 to 9:30 p.m.

Stacy # 2

Stacy is a senior in high school. She hopes to attend State College in the fall. Both of her parents graduated from State College as did her older brother and grandfather. Stacy wants to graduate from high school with honors. She is currently taking a chemistry class that has been very difficult for her. She received a failing grade on the last test because she had spent her free time over the weekend with her boyfriend, Lee. She is extremely upset because she might get a "C" in the chemistry class, and this could lower her grade point average enough that she won't graduate with honors. If she does not graduate with honors, she might not get into State College.

Her father recently lost his job, and Stacy has had to increase her work hours to help make her car and insurance payments, generate spending money, and put some money aside for her college expenses. She is now working at the mall from 5 to 9 p.m. on Monday, Tuesday, and Wednesday evenings and 10 a.m. to 4 p.m. on Saturday. Her parents play bridge every other Saturday evening, and Stacy is expected to take care of her younger sister while her parents are away. Stacy's boyfriend (whom her parents are not terribly fond of) gets upset that Stacy doesn't spend enough time with him.

Stacy # 3

Stacy wants to play city league soccer this spring. Stacy's mother works from 10 a.m. to 6 p.m. Tuesday through Saturday at a retail store. Stacy's dad owns a gas station and works from 7:30 a.m. to 6 p.m. Monday through Saturday. Soccer practice is every Tuesday and Thursday from 4 to 5:30 p.m. The games are played at different times every Saturday.

Stacy # 4

Today is Monday and Stacy has just been given an assignment in history. She must research a famous person and write a four to seven-page paper about the person selected. She must have four references, turn in a rough draft on Thursday, and turn in the final paper and give an oral report with visual aids next Monday. One of the references must come from the public library located downtown. Stacy's father is a CPA and is working long hours because it is tax season. Stacy's mother works out of their home doing freelance secretarial jobs. Her mother's car is in the shop and will not be ready until next Tuesday.

Stacy # 5

Stacy's parents are divorced. Stacy lives with his mother but visits his father (who lives 200 miles away) the first and third weekends of every month, flying out on Friday evening and returning on Sunday night. Stacy has a book report due next Monday and has not started reading the book. One of his friends is having a party Saturday night, and Stacy really wants to go; however, this is Stacy's weekend to visit his father. Stacy was unable to play tennis this year because he would miss too many tournaments due to his visitation schedule with his father. Stacy enjoys seeing his father, but sometimes it gets in the way of doing things that he wants to do with his friends or for himself.

Stacy # 6

Stacy's parents both work from 8:30 a.m. to 5:30 p.m. Either Stacy's mother or father takes him to school in the mornings, but Stacy must ride the city bus home from school every day. Stacy's little brother walks home with the boy next door, and Stacy picks him up as soon as he gets home, around 4 p.m. Stacy takes care of his brother until his parents get home around 6 p.m. Stacy wants to attend the basketball game after school on Friday. The game begins at 4 p.m. The game is for the district championship, and all of his friends are going to be there.

Stacy # 7

Stacy is a seventeen-year-old single parent with a three-month-old son. Stacy lives with her mother and father and thirteen-year-old brother. The father of the baby wants nothing to do with Stacy or their son. Stacy's mother is a secretary for the local cable company and works from 8:30 a.m. to 5 p.m Her father is the sporting goods manager for J-Mart and works odd hours. Stacy's parents help her out all they can, but finances are still a problem. Stacy is currently working as a checker at a grocery store making $5.50 per hour. Her schedule varies somewhat, but she typically works from 4 to 9 p.m. Monday, Wednesday, and Friday, and from 7 a.m. to 1 p.m. on Saturday. The child-care center at Stacy's school stays open until 5:30 p.m. on weekdays but is closed on weekends. Stacy's mother can pick up the baby when Stacy is working and also watches the baby while Stacy works on Saturday. Stacy had a flat tire on the way to school the other day--it was her second flat in a month. Her car really needs new tires, but she can't afford them. She had saved some money from her last paycheck to put toward new tires, but the baby got sick and she had to use the money to pay the doctor's bill and to buy medicine.

Stacy # 8

Today is Monday. Stacy has a science project due next Monday, a history test on Wednesday, and a geometry test on Friday. She hasn't started her science project or begun studying for her two tests. As she tries to decide when and where to begin, she starts thinking about her plans for the week. Tuesday night is her favorite night to watch television. There are all new episodes this week, so she can't miss them. Thursday night is the XYZ club meeting, and everyone is going out for pizza afterward. Lynn and Lee have asked her to go to the mall with them on Saturday for the big sidewalk sale. Everyone will be there. She is babysitting her little brother Saturday night while her parents go out with some friends. Stacy begins to panic.

Source: "Effective Management of Multiple Roles: Family & Work", Texas Education Agency. Home Economics Curriculum Center, Texas Tech University, Lubbock, TX.

DAILY TIME SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00	7:00	7:00	7:00	7:00	7:00	7:00
7:30	7:30	7:30	7:30	7:30	7:30	7:30
8:00	8:00	8:00	8:00	8:00	8:00	8:00
8:30	8:30	8:30	8:30	8:30	8:30	8:30
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11:30	11:30	11:30	11:30	11:30	11:30	11:30
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JIGSAW II

Have the students "count off" into the size of groups appropriate for your class. As an example, if you have 25 students (5 groups of 5), have students count 1 through 5. Group 1s together, 2s together, etc. These will be your Expert Groups.

EXPERT GROUPS

11111 22222 33333 44444 55555

After Expert Groups have prepared their content, students re-group across Expert Groups. Have them report to their Cooperative Teams.

COOPERATIVE TEAMS

12345 123445 12345 12345 12345

Debriefing

Content:

- How does time management differ for people in different roles?
- What differences are there between individuals in your family and how they manage time?

Process:

- How was the cooperative learning activity beneficial in examining how time management differs for each family member?
- How did you use the process to evaluate time management at a personal level?

Evaluation Options

- Using two of the scenarios, write a one-page report comparing how time management would be different for Stacy in each one and why. Also, how does Stacy's schedule affect other members of the family?

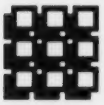
LESSON PLAN

Perennial Problem

What should be done about family and work decisions?

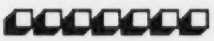
Practical Problem

What should be done to help students understand the importance of time management in family and work decisions?



Learner Outcome

The learner will interpret the use of time as a limited resource.



Objectives

The learner will:

Content: Examine techniques for personal time management.

Process: Evaluate how comparing personal time management to others gives meaning to their experience.

Application: Identify how they manage their time and the impact this has on others.

TEACHING-LEARNING INTERACTION

Hand a copy of "Keeping Life in Balance" to each student and ask them to read the information on the first page. Answer questions as they arise. Draw three circles on the chalkboard. Ask three students to come to the chalkboard and divide the circle to represent Tyrone's life, labeling the sections with family, work, and self. Look at the drawings to see what variances are shown between the drawings. Discuss why there are differences, if any. Complete this activity for each of the five examples.

KEEPING LIFE IN BALANCE

- Everyone has many demands on their lives. As a teenager, your family expects certain behaviors from you. Do you have to babysit your younger brother or sister sometimes? Or, clean your room?

- School has certain rules, also. Is there homework in at least one class tonight?

- Your job has rules, too. Perhaps your employer needs you to work Saturday from 9:00 a.m. to 5:00 p.m.

- Then there is you. You have a need to be by yourself and to do things for yourself. Do you read, play basketball, eat, or sleep?

- Remember, at any point in time rarely is one's life in perfect balance.

You need to be able to give the appropriate weight to each aspect: self, family, and school/job. There will always be conflicts in the way you want to divide your life.

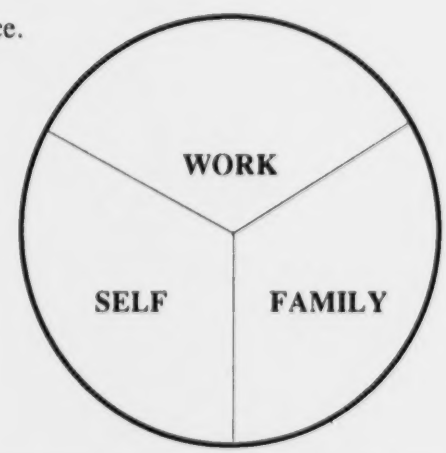
This is true as an adult. Think of the adults you know in your life. How many areas of their life do they have to balance? As an adult, you will need to balance family, work, and self.

Work refers to the area of your life in which the major activity occurs. This may be a job, taking care of a home, volunteer work, or going to school.

The next area is **family**. This refers to the activities involved in being a family.

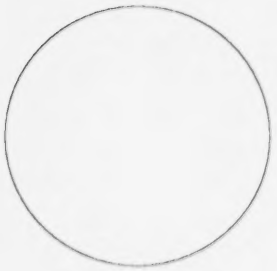
The final area is **self.** Think of all the activities you do your yourself. These include eating, sleeping, exercising and pursuing hobbies.

The figure below illustrates a person's life in balance.

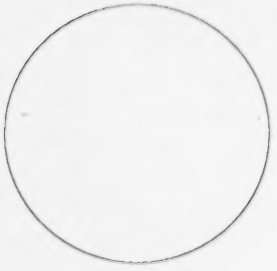


Directions: Read each example of a person's life. Draw lines in each circle to show how their life is divided. Include all three areas in each circle.

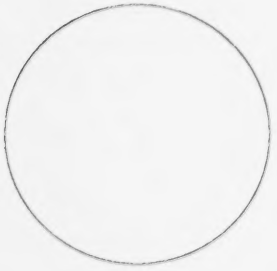
1. Tyrone goes to work five days a week. About once a month, he has to travel out of town for his employer. Occasionally this means he is gone over night. He also is expected to attend evening meetings. It is important for his job that he stay trim and well-groomed. So he works out three times a week at the YMCA. His wife and children complain they never see him.



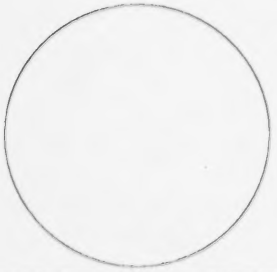
2. As a single parent, Siu-Linn is concerned that her children receive enough attention and good care. She reads everything she can about nutrition and child care. The part-time job she has fits her schedule well. She is home when her children are home. The position does not pay well and offers little hope for advancement. She has little time for herself.



3. Dale is working full-time and going to school to finish his degree. He enjoys spending time with his two children. He takes them to the movies, shopping, out to eat, and watches them play softball. Lately, he's been having headaches, indigestion, and doesn't sleep well.



4. Think about your parent or another adult. Complete a circle for them. Write a brief story about them in the space below.



5. Think about yourself. Complete a circle describing your life. Write a brief story about yourself in the space provided.

MY ACTIVITIES

Directions: This time log starts with class today. Continue to fill in the blanks until the next class. Leave the column "priority" blank. This will be completed later. Remember, each day should only have 24 hours. Round to the nearest 1/2 hour.

TIME			ACTIVITY	PRIORITY
START	END	TOTAL		

PRIORITIZING MY ACTIVITIES

Directions: Using "My Activities," prioritize the activities you listed.

- Write the number 1, 2 or 3 in the column labeled, Priority.

  * The number 1 means the activity must be done and is most important. Eating and sleeping are examples. You must do both of these activities to live.

  * The number 2 means the activity is something you like to do when you have time. These activities are important, but do not have to be done. An example might be participating in a school sport or club.

  * The number 3 means the activity is something you would do after the 1's and 2's are done. Watching a television show you enjoy might be an example. If you had a club meeting that afternoon and homework in three classes due the next day, you may not have time to watch your favorite television show. You may want to watch it, but the other activities are more important.

- There are no correct answers.

Source: Colorado Home Economics Core Curriculum, 1991

Debriefing

Content:

- How does time management differ for people in different roles?
- What insight do you now have concerning how you manage your time?
- What differences are there in your family and how they manage time?
- What criteria would you develop or use to make decisions about how to allocate time?

Process:

- Why was it beneficial to compare how you managed time to how others manage time?

Evaluation Options

- Complete "My Activities" handout and "Prioritizing My Activities." Discuss the information and report why identifying priorities for activities is important.
- From the information gathered on "My Activities" handout, develop a personal time management plan. Try to follow the plan for one week and write a one-page paper discussing your personal feelings and findings after following the plan.

LESSON PLAN

Perennial Problem

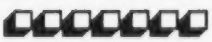
What should be done about family and work decisions?

Practical Problem

What should be done to help students assess personal and family beliefs and values about the management of money?

Learner Outcome

The learner will examine money management and the effect on individuals and families.



Objectives

The learner will:

Content: Examine fixed and flexible money expenditure and how they impact money management.

Process: Evaluate how using Taba Inductive Thinking gives meaning to their experiences.

Application: Identify how they manage money and the impact this has on other family members.

TEACHING-LEARNING INTERACTION

The interaction with students for this lesson will be the Taba Inductive Thinking Strategy. This is a method used to help students think logically and develop sequential thinking. For more information on Taba's Inductive Thinking Strategy, see Joyce & Weil's *Models of Teaching* (pp. 40-54).

Introduction

Ask students to think a minute and recall the largest purchase they have made in the last six months. Did they plan for it or buy it on the spur of the moment? Were there any problems associated with how they spent the money?

I. Enumeration and Listing

Have students list common expenditures for a family.

examples:

food	medical
rent	education
utilities	savings
insurance	car payments
recreation	

II. Grouping

Ask students to group the words and phrases they generated into groups with similar characteristics.

examples:

rent	food
insurance	education
savings	utilities
car payment	recreation
medical	

Possible questions to assist students in grouping -

- Which of these words and phrases seem to belong together?
- What criteria are you using to group these words and phrases?
- How are the words and phrases in this group similar?
- What characteristics do they have in common?

III. Labeling

Label the groups above. One group would be Fixed Expenses and the other would be Flexible Expenses.

IV. Identify Points and Explain Items

- Are there other items that could be added to each list? What are they?
- Are there any items that can be eliminated from each list? Why or why not?
- Are there any items that could be on both lists? Why or why not?

V. Thinking About What We Have Said

What conclusions can you draw about how money management affects individuals and families?

VI. Predict Consequences

- What would happen if the landlord raised the rent?
- What would happen if your savings was up to $5,000?
- What would happen if you were in a car accident?
- What would happen if you got a raise?

How did you come to those answers?

Would everyone answer the same way or make the same decision?

Source: Created by Sally Yahnke, Colorado State University

Debriefing

Content:

- How do fixed and flexible money expenditures impact money management?
- How does one family member's spending impact the rest of the family?

Process:

- How was the Taba Inductive Thinking Activity beneficial in examining how money management impacts each family member?
- How did you use the process to evaluate your management of money?

Evaluation Options

- List your expenses and identify them as fixed or flexible expenditures. Determine how spending habits impact the rest of the family. Describe this in a one-page written report.
- Using the budget sheet, complete the activity. Use the pay included in the sheet or your salary, if you have a job. Turn this in with a description of the impact your job has, or would have, on your family's budget.

BUDGET WORKSHEET

Directions: Read the paragraph. Use the take-home pay given to figure out a weekly budget. Include any other pay you might receive weekly for babysitting, allowance, or household chores. List all your expenses and consider your needs, wants, values, and short-term goals in the plan.

Congratulations! You have just been hired to work after school in a fast-food restaurant. You will be paid $5.00 an hour and will work a total of 15 hours a week. Your gross weekly pay will be $75.00. Your net weekly pay (after taxes, take home pay) will be $67.00.

WEEKLY INCOME

1. Take-home pay $67.00
2. Allowance $
3. Other (specify)
   _____ $
   _____ $
   _____ $

TOTAL INCOME $

WEEKLY EXPENSES

1. Fixed Expenses
   a. Transportation $
   b. Meals/snacks $
   c. Lessons $
   d. Dues $
   e. Telephone $
   f. Savings $
   g. Other (specify)
   _____ $
   _____ $
2. Flexible Expenses
   a. Clothing $
   b. Gifts $
   c. Entertainment $
   d. Other (specify)
   _____ $
   _____ $

TOTAL EXPENSES $

To see if your budget balances, subtract your TOTAL EXPENSES from your TOTAL INCOME.

TOTAL INCOME_____
TOTAL EXPENSES_____

BALANCE $ _____

If your balance is positive you have a good plan. If it is negative you may want to adjust some of your flexible expenses.

Source: Colorado Home Economics Core Curriculum, 1991

LESSON PLAN

Perennial Problem

What should be done about family and work decisions?

Practical Problem

What should be done to help students identify the impact communication has on family and work decisions?

Learner Outcome

The learner will analyze how communication impacts relationships with family members.

Objectives

The learner will:

Content: Assess how communication affects relationships with family members.

Process: Evaluate how using games gives meaning to their own experiences.

Application: Identify how communication among members of their family impacts family and work decisions.

TEACHING-LEARNING INTERACTION

TEAM TINKERING

Directions: Use the following directions to lead the students through the team tinkering activity.

Materials:

- Can of Tinker toys
- A model you created for the activity
- Directions for each "team role" transparency

Steps:

1. Divide the class into teams of 5 or 6 people.
2. Explain the roles and rules to the class (*see roles and rules transparency).
3. Assign "team role" to each person in the teams.
4. Begin the activity, allow 20 minutes for teams to complete the activity.
5. Process.
6. If you have time, do activity again and let team members choose their role.
7. Process the activity by having the students answer the questions on the processing questions sheet.

General Discussion Questions:

1. Do we always play only one role?

2. How can you relate this activity to the roles you play in your life?

3. Can you foresee how this activity may relate to experiences you've had in different relationships? How can your relationships become better through the improvement of your team building and communication skills?

TEAM TINKERING/PROCESSING QUESTIONS

Directions: After participating in the team tinkering activity complete the following processing questions.

FORCED ROLE

1. How did you feel as the _____ ? (Explain)

2. Compile statements from three members of your group asking them, "How did you feel about my role as _____ ?"

3. What forced roles do you play in your family?

CHOSEN ROLE

4. How did you feel as the _____ ? (Explain)

5. How did you feel taking the risk of choosing your role?

6. Did you feel different in your role because you chose it? (Explain)

7. What other role would you like to play and why?

8. What roles do you choose in your family?

ROLES AND RULES

1. **LOOKER**:	Sees the model; Gives information to the Runner.
2. **RUNNER**:	May not see the model; Gets information from the Looker; Gives information to the Builder.
3. **BUILDER**:	Builds a model; Asks Supplier for materials; May ask Feedback person questions.
4. **SUPPLIER**:	Sets out 3 pieces of material at a time; Responds to Builders request; May question Feedback person.
5. **FEEDBACK**:	May see model; May answer only questions that require YES or NO responses.
6. **ENCOURAGER**:	Supports and keeps team moving; May not give directions or information; May "see" other teams work.

Source: Colorado Home Economics Core Curriculum, 1991

Debriefing

Content:

- How does communication affect our relationships with family members?
- By remembering that we all play different roles at different times, how can we learn to communicate with family members when making family and work decisions?

Application:

- How was this activity beneficial in examining how communication impacts family and work decisions?
- How does this activity relate to experiences you've had in communicating with family members?

Evaluation Options

- List all the roles you play in your family for two days. Report orally to the class what these roles are and how these roles impacted your communication with family members.
- Using the roles from the previous activity, identify where each family member fits (they may fit in many different roles). Record this for two days. Do you communicate differently with those family members in the various roles? Why or why not? Does this communication impact family and work decisions? Write a one-page reaction to your findings.

LESSON PLAN

Perennial Problem

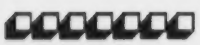
What should be done about family and work decisions?

Practical Problem

What should be done to help students identify the impact communication has on family and work decisions?

Learner Outcome

The learner will analyze how communication impacts relationships with family members.



Objectives

The learner will:

Content: Assess how roadblocks to communication impact family and work decisions.

Process: Evaluate how using role plays gives meaning to their family experiences.

Application: Identify how roadblocks to communication, evident in their family, impact each family member.

TEACHING-LEARNING INTERACTION

After sharing effective communication and communication roadblocks with students, divide them into six groups and assign each group a role play. Have the class answer the following questions after each role play.

- What roadblock to communication was present?
- What skills did the sender and receiver not use?
- Describe what should have happened to allow the message to be communicated.

COMMUNICATION

EFFECTIVE COMMUNICATION EXISTS BETWEEN TWO PEOPLE WHEN THE RECEIVER INTERPRETS THE SENDER'S MESSAGE IN THE SAME WAY THE SENDER INTENDED IT.

Crucial communication skills for interpersonal interaction:

1. Accurately describing your ideas, perceptions, and feelings without implying judgment.
2. Taking the perspectives of other group members into account when phrasing messages.
3. Paraphrasing accurately and in a nonevaluative manner, the content of the messages of other group members, along with their relevant feelings.

Sending Messages:

1. Clearly "own" your messages by using personal pronouns such as I and my.
2. Make your messages complete and specific.
3. Make your verbal and nonverbal messages congruent with each other.
4. Repeat if necessary.
5. Ask for feedback concerning the way your messages are being received.
6. Make the message appropriate to the receiver's frame of reference.
7. Describe your feelings by name, action, or figure of speech.
8. Describe other members' behaviors without evaluating or interpreting.

Receiving Messages:

1. Paraphrase accurately and nonevaluatively the content of the message and the feelings of the sender.
2. Describe what you perceive to be the sender's feelings.
3. State your interpretation of the sender's message and negotiate with the sender until there is agreement as to the meaning of the message.

Effective Communication Behaviors:

1. Talk. It is hard to send messages if you are not talking.
2. Speak for yourself, not for others. Describe your own thoughts, feelings, and needs. Use personal pronouns such as I, me, my, and mine.

COMMUNICATION ROADBLOCKS

People can block communication in five basic ways without even knowing that they are doing it. Their behavior keeps messages from getting through the communication process.

1. **Pacify** - trying not to make anyone angry. Avoid stating their honest views simply to please others. Sometimes called "yes" people because they always agree. They rarely disagree because they are afraid others will reject them.

2. **Gripe** - blocks communication by complaining. Listeners get tired of hearing complaints and stop receiving the message being communicated. Gripers often act as though they are better than others because they want to be in control. They may try to feel better about themselves by complaining and blaming others.

3. **Distract** - blocks communication by saying or doing something that has nothing to do with the subject at hand. They act as if they are not aware that another topic is being discussed. People soon get tired of distractions, just as they get tired of griping. If distractors keep disturbing others, people will soon ignore them. Although people sometimes think distractors are scatterbrains or troublemakers, this is not always the case. Some people distract just to get attention.

4. **Calculate** - people who calculate do not allow feelings to affect their communication. They are always logical. They do not allow themselves to become involved. This prevents people from sending clear messages or building relationships. These people are hard to get to know, they tell the facts, but they do not share feelings. They may be afraid of being rejected by friends. They prefer loneliness to rejection.

5. **Prejudice** - judges others before they get to know them. Individuals who are prejudiced cannot send clear messages. Their biased feelings cause them to send biased messages. Perhaps they are afraid of the unknown.

6. **Distracted** - does not give full attention. Other things like the newspaper, television, radio, etc. distract them. They miss the point of the communication because they were not listening.

ROLE PLAY SITUATIONS

Situation 1

The Jones family is planning a summer vacation. The family has two ideas in mind but they are having a difficult time deciding which to choose. When they are all sitting down for dinner, they ask each child's opinion. The two youngest children have no trouble making a decision. They ask Tina, the eldest daughter, for her opinion. Not wanting to make anyone mad, she replys, "Well, since we've never been to the mountains before, I can see why a vacation to Colorado might be nice. But I also think we'd enjoy a trip to the coast because we haven't seen the ocean either."

Situation 2

Several evenings this week, John has found something wrong with the meal his mom or dad have chosen to prepare. Monday, the meatloaf was dry. Wednesday, he didn't like the vegetable choice; and Thursday, he thought the chocolate pudding was lumpy. His family was beginning to get annoyed. On Saturday evening when John's older brother was deciding what to prepare for dinner, John made several suggestions. Although they were good suggestions, his brother didn't listen because he had complained so much, he tuned him out.

Situation 3

Shane and Donna Cooper are discussing Donna's two job offers. They made a pro and con list for each of the positions. Shane and Donna continued to discuss her options while their thirteen-year-old daughter, Holly, broke in with "Mom, I'm suppose to bring treats to school tomorrow for the Thanksgiving party." When her parents ignored her comment, she asked, "How much allowance do I get?" Shane and Donna looked at their child disapprovingly. She was annoying them with her silly remarks. Although Holly made a helpful comment about her mother's job choices, her parents tuned her out and missed her suggestion.

Situation 4

Dad always has his thoughts collected. He seems to know the facts about everything. But, he rarely shares any personal feelings or emotions. He never gets upset and ignores the children's arguing and unkind remarks. None of his children are very close to him. They love him because he is their father, but they don't feel very close to him. He doesn't give his family the type of attention they need.

Situation 5

Moving to a small town from a big city was hard enough but having to worry about making friends was Mark's biggest concern. Coming from a big city, Mark dressed differently than they did in this small town and his hair style was a bit out of the ordinary. A neighbor boy, John, was cordial to Mark because he felt he had to be. He invited Mark to join him and his friend to go driving around or to go for pizza, but never finalized the plans; therefore, Mark was left sitting alone at home. Several weeks later John was having trouble with his car at school. Mark happened to pass, asked if he could look under the hood and got the car started. From this point on Mark and John were friends.

Situation 6

Sally and Rick both work outside the home. Their 3-year old daughter Jenelle attends a child care center. Sally usually picks up Jenelle from the day care. This morning, Sally asked Rick to pick up Jenelle because she had a late meeting at the office. Rick was reading the newspaper at the time and nodded his head. At 6:30 p.m., Sally receives a telephone call from the child care center; no one had picked up Jenelle.

Debriefing

Content:

- Which of the role play situations could you relate to?
- How did the roadblocks to communication impact each family member?
- How do roadblocks to communication impact your family?

Process:

- Describe how the role play situations were beneficial in examining the impact of roadblocks on family communication?
- How did you use the process to evaluate communication roadblocks on a personal level.

Evaluation Options

- Using one of the role play situations, personalize it to your life and write a one-page summary of how the roadblock impacted communication in your family and how the situation could be changed.
- Keep track of how many roadblocks to communication you encounter or observe in your family for a day. What did you do to detour these roadblocks and promote effective communication?

FAMILY AND ECONOMIC ISSUES

by Dorothy Pomraning

Families have to become involved in determining public policy. The keys to involvement are becoming informed and obtaining information about the issues and then analyzing how policies affect the majority of families. There needs to be willingness to clearly state the problems and suggested solutions. These reactions needs to be shared with those who make policy. Issues affecting families include:

- taxes
- the environment and its influence on health and the unborn
- family planning
- education
- child care
- people with disabilities
- the chronically ill
- employment opportunities
- employment benefits

Not all individuals agree on the best solutions to these concerns. Some people believe government should function as an enabler and should offer legislation to protect children and women from abuse, assist families with health and disability situations, and encourage corporations (through legislation and tax incentives) to be responsive to family needs.

What role do families play in policy making?

Families need to:

- obtain information
- enumerate the choices
- assess the alternatives
- work for programs that assist families and contribute to an increased quality of life.

Legislators need:

- specific information
- personal experiences
- description of need

This does not mean that the resulting policies will solve all the problems or meet all needs, but that when all information is assembled, policies should not hurt families. Families should continue to be able to define their values and goals. Cultural, generational, and gender differences are likely to be apparent. In developing public policy, major efforts will need to be devoted to individual and family input, rather than on developing consensus. For example, public education, health care, housing, and a secure income are universal family benefits.

Child care and preschool education need to be affordable, effective, and available. Child care at the worksite has reduced employee time off and increased productivity, yet only 2,500 of 44,000 large corporations offer child care. Recently a dozen leading U.S. corporations discussed partnerships to fund dependent-care facilities. The goal is to expand child care programs and facilities for care of elderly relatives.

Other legislation affecting the workplace includes family leave policies, eliminating sexual harassment and discrimination, and effective use of comparable worth guidelines. Discrimination issues surface in opportunities for advancement, social recognition and opportunities for self-fulfillment. Attitudes toward programs that provide assistance for single parents, such as welfare payments, child support, child care, food stamps, and maternal and child health assistance, have often reflected bias. Legislators and those who administer programs need to be apprised of program effectiveness and worth to society and individuals.

The bottom line in making public policy decisions is who will pay. People are concerned that the cost will still be borne by those who can ill afford the expenditure. Corporations are concerned about the effect on employers and stockholders. The general public is concerned about the effect on customers and employees. Who will determine what issues will be discussed and what policies will be formulated? The difficulty lies in the diversity of cultural backgrounds in this country and the individual beliefs about values and issues. Diversity can keep us strong or it can be divisive. If we can hold to the premise that we are concerned about every person's quality of life, we would advocate policies that promote a quality life for the greatest number of families and work to eliminate policies that are hurtful to individuals and families.

Additional discussion ideas:

Family Policy

helping children
children's rights
reforming welfare
personnel turnover
empowering people
redistributing income
reducing absenteeism
ideas to help people

Family Issues

child care
divorce laws
tax codes
substance abuse
terminal illness
homelessness
poverty
flexible work schedules
blended families
parental and family leave
child support
dependent care
family violence
teen pregnancy
bankruptcies
employment benefits

The following learning activities will encourage students to become politically involved and aware of family and work issues.

LESSON PLAN

Perennial Problem

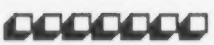
What should be done about family and work decisions?

Practical Problem

What should be done to help students recognize the importance of family advocacy?

Learner Outcome

The learner will analyze how advocacy impacts the family.



Objectives

The learner will:

Content: Recognize how advocacy impacts the family.

Process: Evaluate how using the Cooperative Learning Strategy gives meaning to their experiences.

Application: Examine methods of being a family advocate.

Identify policies and issues that impact the family.

Analyze how workplace and public policies affect the family.

TEACHING-LEARNING INTERACTION

The interaction with students for this lesson will be the Cooperative Learning Strategy. This is a method used to increase achievement through group collaboration, enabling students to learn from each other, benefitting both high and low ability students, and improving human relations in the class.

Discuss what responsibilities families and legislators have when it comes to policy making.

Transparency 1. - Advocacy Responsibilities - Families and Legislators. Share with the students that being a family member or family leader allows many opportunities to be an advocate in issues that affect the family.

Divide the class into four or five groups. Each group is to research an issue or policy that affects the family. This research must include library work and calling or contacting (by phone or letter) a State legislator or local representative (teacher should provide a list).

Transparency 2. - Family Policies and Issues to provide students with ideas of the issues they may choose from.

Have each group choose one issue to explore that no other group is covering. The students should prepare their interview questions as a group. Sample questions might be:

- What issues or policies have been dealt with or passed recently that have the family as the focus?
- What issues or policies have been dealt with or passed dealing with child care?

Each group member needs to become an "expert" on the information that is compiled in their home (expert) group. After all research and information is compiled and students have had time to become knowledgeable on their issue, regroup the "expert" groups into cooperative teams.

In the cooperative teams, each member shares information from their "expert" groups' issue. Students then return to their original "expert" group to teach their materials. (See Jigsaw II description on page 35.)

Debriefing

Content:

- How can family advocacy impact all members of the family?
- What issues have affected your family?
- In what ways have members of your family been active in advocacy?

Process:

- How was the Cooperative Learning activity a beneficial method in examining the issues and policies affecting families?
- What did you learn about family issues and policies/advocacy by using this process?

Evaluation Options

- Write an advocacy letter to a legislator of choice discussing an issue facing families today.

- Have students discuss the impact the family issues have had on their lives and the lives of their families, writing a one-page summary of its impact.

Transparency # 1

ADVOCACY RESPONSIBILITIES FAMILIES and LEGISLATORS

Families need to:

- obtain information
- enumerate the choices
- assess the alternatives
- work for programs that assist families and contribute to an increased quality of life.

Legislators need:

- specific information
- personal experiences
- description of need

Transparency # 2

FAMILY POLICIES AND ISSUES

Family Policies

helping children
children's rights
reforming welfare
personnel turnover
empowering people
redistributing income
reducing absenteeism
ideas to help people

Family Issues

child care
divorce laws
tax codes
substance abuse
terminal illness
homelessness
poverty
flexible work schedules
blended families
parental and family leave
child support
family violence
teen pregnancy
bankruptcies
employment benefits
dependent care

PARTNERSHIPS WITH BUSINESS AND INDUSTRY

by Emma Gebo

The use of advisory committees continues to be appropriate for home economics. Through the use of advisory committees, home economists can learn of the day to day needs of persons working outside the home while business and industry members, in turn, can better understand the focus of home economics and the relationship to today's families. Advisory committee members typically prove to be positive public relations advocates for home economics. By gaining an understanding of what is being taught in secondary home economics programs they become aware of the challenges to individuals and families that are being addressed in education.

Home economists need the input of advisory council members to understand the unique challenges that are faced by individuals as they attempt to balance work, family, and self. Business and industry representatives, likewise, need the contact with home economists to be able to identify changes that may be needed in the workplace to positively impact the family. The contact will help both groups to identify concepts that can be taught in the school setting to better prepare individuals for the challenges of balancing work and family.

Typically, workers today are making requests of business and industry for programs that will help to balance family and work demands. Business and industry have responded, and the support provided has expanded well beyond child care and maternity leave to incorporate a variety of additional benefits and programs. Chris Lee, in a recent article in *Training* magazine, lists numerous additional work-family benefits and services such as child- and elder-care assistance, "recruiting and staffing; benefits; affirmative action/EEO; training and development programs such as managing diversity; and personnel policies such as family leave, work scheduling options, employee assistance programs, and labor relations" (p. 25).

Home economists have an opportunity to address the family-work needs through their educational efforts. They are qualified to function in a unique "middle" role helping employers work with families and helping families to work with employers. By focusing their efforts on "both personal and occupational realms, home economists will continue to impact the future labor force by producing workers who contribute to the economy while experiencing quality family life" (Engelbrecht, Martin, & Chenoweth, p. 38).

The home economist's responsibility is to communicate with advisory committee members in an effort to learn of the specific situations, problems, circumstances, and challenges that are facing employees and employers in the occupational realm. To localize the program, the authors suggest home economists seek input utilizing a "community meeting" as described by Yahnke, Gebo, and Love (1991).

Community meetings have been held in both Idaho (Gebo, 1985), and Colorado (Yahnke, 1989) as a basis for curriculum development. Yahnke reported that in Colorado, the most frequently reported challenges faced in coordinating family and work were time management, family responsibilities, family priorities, communication skills, child care, stress, family forms, and financial considerations (p. 64).

The most recent community meetings, conducted in Idaho in 1990, solicited input from 431 individuals in 37 meetings (Gebo, 1992). When the participants were asked "What are the major challenges faced by individuals and families in regard to coordinating work and family activities and responsibilities?" the overwhelming response was time management! Specific responses related to time management included: good use of time, scheduling, organizing to be successful at many demands, manage conflicts and plan activities, family time, time to be a family unit, scheduling meals, individual time, and time for self. Other major challenge topics identified through the community meetings were: prioritizing, shared responsibilities, balancing, family unit/unity, work related concerns, stress, and communication.

Are you interested in conducting a community meeting to obtain input from the members of your advisory committee? If so, we suggest the "Lesson Plan" that follows for conducting a community meeting. This "Lesson Plan" is an adaptation of one published in a January/February 1990 issue of The Illinois Teacher (pp. 116-117 & 119).

The information gathered from your community meeting can help you to assess the needs of individuals in your community in regard to work and family issues. Compare your responses to the issues addressed in this monograph. Compare the input from your community to the challenges identified in Idaho and Colorado. Are there similarities? Does your curriculum currently reflect the needs expressed by your community? What changes will be required to more accurately address identified needs?

By continually assessing what we are teaching and why we are teaching specific content, home economists can better meet the needs of individuals, families, and communities. Family and work issues will continue to impact on each of us -- don't miss this opportunity to assure relevancy within your curriculum!

LESSON PLAN FOR A COMMUNITY MEETING

Teacher Objectives:

1) To identify family-work interrelationships to be addressed in home economics curriculum content.
2) To create an awareness of the home economics program in a cross-section of the community.
3) To identify issues that should be addressed in the home economics curriculum.

Supplies Needed:

20-25 name tags
20-25 pencils
20-25 individual response cards (3" x 5" or larger) with the heading "Challenges faced in regard to coordinating work and family" on each card
5-8 summary sheets (1 / group of 3 or 5 people) with the same heading on each sheet
1 large sheet of newsprint
5-8 felt-tip markers (1 for each group of 3 or 5 people)
An easel for the newsprint or drafting/masking tape to hang the newsprint
Refreshments

Steps:

1) Select individuals to participate in the community meeting. Use the advisory committee members as the core and then invite enough additional participants to assure at least 20 at the meeting (you may have to identify as many as 50 people to get 20 attendees). Participants could include employers and employees from a variety of businesses and industries in the community; males and females; numerous socioeconomic and educational levels; persons with special needs; and a variety of ages and family forms (single parent, dual worker, dual career, retired, etc.). It may be to your advantage to include persons representative of the media, the legislature, and the clergy. Consider the ethnic make-up of your community when identifying participants.

2) Set the time, date, and place of the meeting. Plan for 1 1/2 hours. Work with your school administrator to plan the meeting. Optional: arrange for child care for meeting attendees. Consider using your FHA -HERO members to provide the child care.

3) Send out letters to invite participants. The letter should be signed by the principal or superintendent and the president of the advisory committee. A sample letter is included with this lesson plan.

4) At the time of the meeting provide name tags for each person.

5) Introduce each person to the group, or use some kind of an informal introductory activity so that each person is introduced.

6) Tell the group why you want them to help you. Develop and utilize an introductory statement (5 to 10 minutes) that localizes the balancing family and work issues presented in this monograph.

7) Hand out an individual response card to each participant.

8) Ask each person to write down on the response sheet at least two concerns, challenges, or life decisions related to balancing work and family that impact them. Talk about situations they have to deal with year after year, recurring decisions. You may find it helpful to explain it in terms of those challenges and issues that they feel should be addressed in the home economics curriculum.

9) Allow approximately five minutes for each participant to think and write quietly and individually.

10) When each has finished, divide the large group into small groups of 3 or 5 people. Ask each group to choose a recorder. Provide the recorder in each group with the summary sheet. Have the recorder list the group concerns on the summary sheet. Ask each group to discuss the issues and then to star * or checkmark √ the top 2 or 3 concerns.

11) Reconvene the group. Ask the recorders or another representative from each small group to share the top concerns of the small group. List the stated concerns from each small group on the newsprint sheet.

12) Ask the entire group to discuss the items listed on the newsprint sheet and to help you determine those that should, most appropriately, be addressed in the home economics curriculum.

13) Thank the participants for their help. Serve refreshments now if you haven't already done so. Good job! Sit down, pat yourself on the back!

14) Discuss the community meeting with your advisory council president and school administrator. Be prepared to offer ideas and methods for incorporating the input obtained into your curriculum. Enlist help as needed, and **adapt your curriculum.**

Sample letter to potential community meeting participants

Inside Address

Dear _____:

You have been recommended as one who would be willing to help _____ School plan and offer relevant home economics programs. Yes, we need your help!

Home economists are aware of the impact of work on family and the family on work. We invite you to help us identify concerns and challenges that you face in regard to coordinating work and family activities and responsibilities which you feel should be addressed in the curriculum. Your input will be valued and greatly appreciated.

Child care will be provided by members of the _____ FHA-HERO Chapter for those who need the service. If you need child care, please call _____ by _____(date) and indicate the number and ages of children.

We will meet in room _____ of the _____(building) on _____(day), at _____ (time). Please call _____ (person) at _____ (phone number) to let us know if you will be able to attend. If you have additional questions about the purpose of the meeting, please call advisory council president at _____, or home economics teacher at _____. We hope to see you there.

Sincerely,

XXXXXXXXXX
Superintendent

XXXXXXXXXXXXX
Advisory Council President

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